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Designing *SeW* Quartet Card for Primary School Students

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Designing *SeW* Quartet Card for Primary School Students

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Abstract

Though Bahasa becomes the second language in Indonesia, some lower class students of primary school face difficulties in compiling sentences into short texts. The present study aims to design a *SeW* – *Sentence Writing* quartet card for assisting the Grade 2 students of primary school in making short texts. The *SeW* quartet card was designed by following the design thinking steps namely empathize, define, ideate, prototype, and test. This was designed by adopting the concept of quartet card game and pictorial card games which the students are familiar with. The study has not been tested to the real students, however, the product has been successfully tested to a younger child as well as the group of Grade 2 teachers in Yogyakarta, Indonesia.

Keywords: *design thinking, SeW quartet card, short text, Bahasa*

Introduction

The language development of primary school students is centred on four macro skills, namely listening, speaking, reading, and writing used in social communication (Wasik & Seefeld, 2008). The learning target, then, is focused on building vocabulary inventory, conversation and interaction. However, in reaching the target, students experience in various and different ways depending on the vocabulary acquisition, environment support, and cognitive development (Musfiroh, 2008). In this case, vocabulary becomes the foremost factor in acquiring language. Vocabulary is words inventory of a language (Kerati. G, 2006; Nurgiyanto, 2010; Soedjito & Saryono, 2011).

In Indonesia, Bahasa is the second language spoken mostly in formal conversation, educational instruction, business and other communication. Most students speak their mother tongue such as Javanese, Sundanese, Malay, Batakese, and others as their informal conversation and it is more frequent used than Bahasa. Consequently, though Bahasa is familiar in the students' daily life, they often face difficulties in understanding the sentence patterns of Bahasa. Students from Java, for example, they speak Javanese in different levels; *ngoko*, *krama*, and *krama inggil* based on the situations.

When they talk to their peers or younger people, it is acceptable they speak *ngoko*, the lowest level of Javanese politeness. However, it might be viewed rude and disrespectful when they speak *ngoko* to older people. Though Javanese has different levels of language politeness, those three types have same sentence patterns. The difference lays on the vocabulary chosen. Children in Java, mostly learn and speak *ngoko* since they were born. Gradually, they will learn how to understand and speak *krama inggil*. During the process, children are often frustrated with the massive vocabulary they must acquire. They have to recognize the situation as well as determine the type of language politeness they choose.

Formally, started from the school ages, children must learn Bahasa as the second language and national language in Indonesia and their mother tongue, as well. In this situation, children are commonly confused with the vocabulary and sentence patterns of both languages. However, many children will find it easier in understanding Bahasa than their mother tongue. In Java, for instance, one of the reasons why Bahasa is uncomplicated than Javanese is because the sentence patterns and vocabulary in Bahasa is easier than in Javanese. However, sometimes, some children are still struggling in making short texts in Bahasa. This also happened in Bogem 2

State Primary School. The present study provides alternative solution on assisting students in understanding how to make short texts in Bahasa.

Method

The present study follows a design thinking approach centering on human and collaboration as a response of problem (Brown, 2008). It is for developing the new products as well as social problem solution (Burmester, 2016). Design thinking serves five phases in its process: discovery (How do I approach it?), interpretation (How do I interpret it?), ideation (What do I create?), experimentation (How do I build it) and evolution (How do I evolve it?) (Design Thinking for Educators, 2013). The Design Thinking Stanford d.school (2014) uses different terms of modes in the design thinking, namely empathize (empathy for uncovering the people needs), define (defining the problem rooted from the needs), ideate (ideating mode for generating solutions of the problem), prototype (creating prototype as the product of concept), and test (testing the prototype). Though the terms used are different, the points are the same. The need analysis become the prominent factor in ensuring that the design meets the needs (Giacomin, 2014 p. 610). That is why, involving the users of the design in the process of design is valuable (Kujala, 2003).

Results and Discussion

The current study is conducted since in Bahasa subject, the students face difficulties in making short texts.

Empathize

In this phase, the collaborative researcher applied an empathy map which contains questions. Those are for gaining the students' feeling and attitude on learning such as what the students feel and think, what topics they frequently pick on their chats with friends, what they usually watch on TV or internet, what they commonly do when they are in the classroom whether there is a teacher or not, and how they do their assignments. The researcher found that the students were 8-9 years old who still loved playing than studying.

T : "Mau belajar apa kita hari ini?"
SS: "Main bu...."

From the observation, it was found that every time the teacher asked what the students wanted to learn, the students always responded that they wanted to play games. Started from this point, the researcher explored what games they students commonly played. Through informal interviews during the recess time with the students, the researcher discovered that the students cherished with the pictorial card they collected when they bought certain snack.

The cards have various pictures and numbers. The students commonly played the cards by examining the pictures on the cards, reading the picture description, and comparing the numbers. For example, the card of a *Dragon Ball* set, there is a card with a picture of *Goku*, the main character of the *Dragon Ball* movie. On *Goku* card, the player enables to find the character's description and situation, as well as the number of power he has. This means that before playing the card game, the player must understand the characteristics of the card he/she holds. The failure on recognizing the strength and weakness of the card character will cause the losing of his/her card. In other words, in playing the game, the players are required to think analytically in order to win the game.

Define

In the second step of the design thinking process, the researcher mapped the problem faced by both students and teacher. From the empathize phase, it can be seen that most students preferred playing games to studying. In the other hands, among the subjects taught in Grade 2 of the primary school, the Bahasa still became the most difficult subject for the students. They had not been able to make short text yet. In other words, the students had not understood well how to make sentences. Furthermore, from the classroom observation, the researcher found that the teaching strategy applied still made the students confused.

Commonly, the teacher provided the example of a sentence and asked the students to make the similar sentence. For instance, the teacher introduced the question word *siapa* (who), then the teacher gave one example, that is

Siapa yang menulis di papan tulis ini? (who does write on this board?). After giving the example, the teacher let the students made the sentence using the word *siapa* on their note book. For those who have sufficient vocabulary inventory, it was very easy in compiling sentence by following the pattern on the example. However, for those who have limited words to arrange, it was very difficult to make even only one sentence.

Ideate

By combining the learning outcome of Bahasa subject and game, the researcher generated an idea of making a card set called *Sentence Writing (SeW)* quartet card set. The quartet card set is compiled into several cards with pictures and words or sentence for describing the picture. This was chosen as from the empathize phase that the researcher found that most participants in current study loved playing pictorial card set which entails the players to own analytic skills. (Sadiman, 2008) mentions that in choosing the media, the researcher has to consider the need analysis in order to achieve the learning goals.

Learning by playing becomes the prominent consideration of learning media design since students are more interested in games than learning. Through playing games, the teacher facilitate the learning experience naturally (Martuti, 2012). The design must attract the students' attention so that the students enjoy the game as well as the learning materials embedded on the game designed. This is understandable as the successful learning is placed on the students' mood on responding the learning materials given (Suyanto, 2005). In other words, the learning media is beneficial to the students' learning process such as in attracting the students' interest on learning and learning variation (Sudjana & Rivai, 2010).

Prototype

The *SeW* quartet card designed in the present study passed several steps. Firstly, the concept of card and game was poured into first design as seen on the Figure 1.

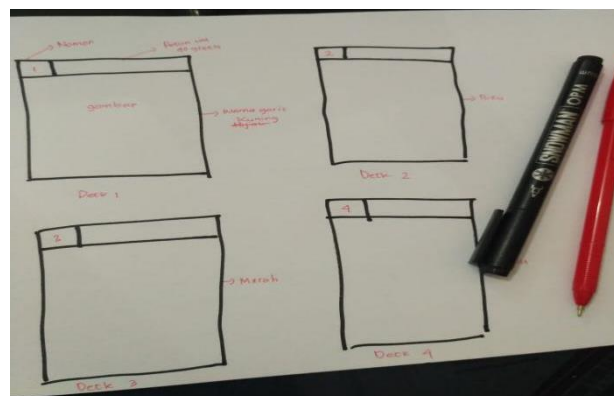


Figure 1. the concept

The handwriting card design was then completed by pictured downloaded from the *Google* image and *Pinterest*. For editing the downloaded images, *Power Point* software was used.



Figure 2. The example of *SeW* quartet card

Figure 2 shows the three parts of the *SeW* quartet card; number, instruction, and picture. The combination between words and picture is common for building and improving the second as well as the foreign language vocabulary inventory (Wibawa & Mukti, 1991). Picture is essential in visualization as well as in attracting the students' interests on the learning materials (Sulaiman, 1985). Besides, picture is amply illustrated the objects or facts, and it is also cheap (Sadiman, 2008).

The printed cards were, then, cut as shown on the following figures.

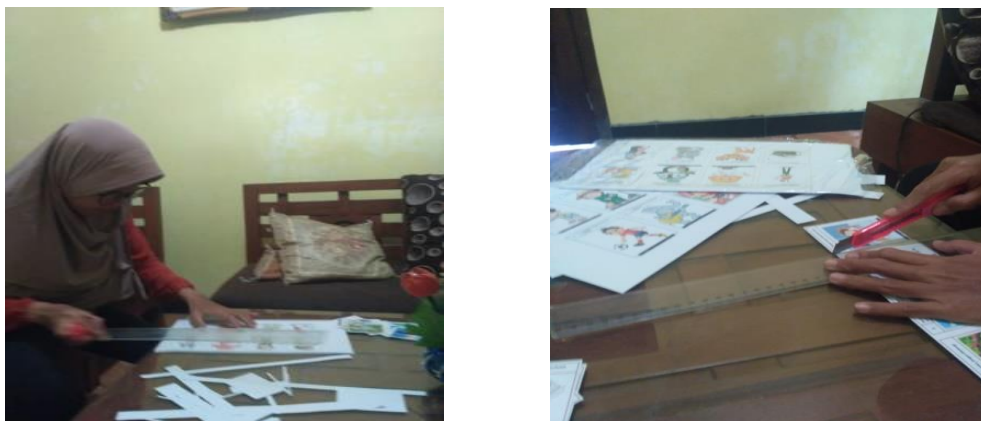
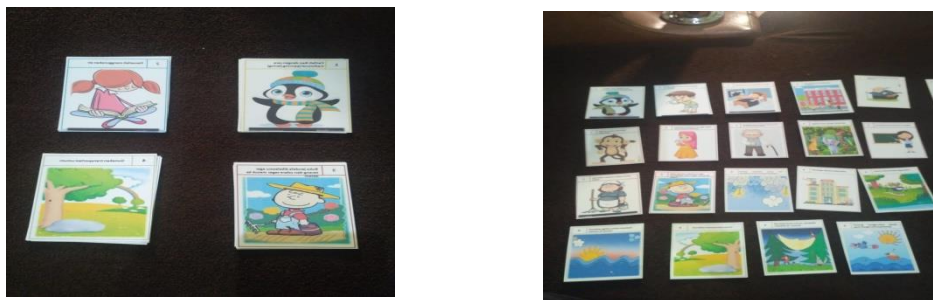


Figure 3. the cutting process

One set of cards consists of eight cards. The present prototype of the design thinking is compiled in four set. In other words, there are 32 cards made. The details of the card set can be seen on Appendix.

Figure 4. the *SeW* set

Test

The prototype was tested to one child to have knowledge of the appropriateness of the chosen pictures on cards to the student's knowledge. In learning by playing game, the students have to follow the game rules and play competitively (Sanjaya, 2008; Smaldino et al., 2011). The first step was choosing the cards number 1-4 and set in sequence.



The second step, the researcher asked what the pictures are.

R : A, ini gambar apa saja ya?
 A : ini penguin sakit ya.. (*pointing on card no 1*) terus
 bobo enggak berangkat sekolah (*pointing on card no 3*). Begitu ya..

The extracted data above shows that the learner enabled to make a spoken story by describing the clue pictures. The third step, the researcher tested the prototype to a group of teachers. How to play the *SeW* quartet cards is similar to Quartet card game which requires four players in one game round. The game rules consist of three phases; start, course and end. For starting the game, each player gets four cards randomly. The rest cards are put in the middle of the table. In the course of the game, all should decide who will get the first turn. The winner is the one who is able to collect one set of the cards.

Conclusion

The *SeW* quartet cards design is made not only to assist the students in making short text but also to engage the students in learning and understanding Bahasa through some clues on cards. However, due to the limited time in doing the study, the researcher have not tested the product yet to the real students. It will be conducted on the next research. The researcher are confident in continuing the project as the product has been favourably tested to younger students. Thus, it can be predicted that the product will be well implemented to the real students.

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Appendix

Kebersihan	Clue Card
1. Kebersihan	<ol style="list-style-type: none"> 1. Jangan petik daun atau bunga sembarangan 2. Kuras bak mandi seminggu sekali... 3. Buatlah rumah dengan banyak ventilasi udara 4. Sapulah setiap pojok rumah dan kelasmu 5. Buatlah penampungan air limbah di rumahmu 6. Minumlah langsung dari gelas dari pada menggunakan sedotan plastik 7. Tanami halaman kelas dengan bunga 8. Sediakan tempat sampah sesuai jenis sampah
2. Kelestarian Lingkungan	<ol style="list-style-type: none"> 1. Carilah ikan dengan cara tradisional (pancing/jaring) 2. Biarkan hewan hidup di alam liar 3. Pilah sampah sesuai jenisnya 4. Buatlah daur ulang dari sampah plastik 5. Buatlah lubang biopori untuk membuat pupuk dari sampah rumahmu 6. Kumpulkan sampah nonorganik dan bawalah ke bank sampah 7. Manfaatkan sampah rumah tangga untuk membuat eco enzym 8. Selalu cek saluran irigasi di lingkungan rumahmu
3. Gaya hidup peduli Lingkungan	<ol style="list-style-type: none"> 1. Kumpulkan sampah yang ada di dekatmu dan buanglah ke tempat sampah 2. Matikan lampu ketika kamu tidur 3. Buka jendela di kelasmu agar terang dan udara segar masuk ke dalam kelas 4. Bawalah makanan dalam kotak bekal 5. Gunakan listrik sehemat mungkin 6. Matikan lampu ketika tidak digunakan 7. Habiskan makananmu agar tidak ada sampah makanan... 8. Bawa sedotan dan alat makan pakai ulang agar terjaga kebersihan
4. Gaya hidup peduli Lingkungan	<ol style="list-style-type: none"> 1. Kurangi menggunakan plastik, gantilah dengan kantong belanja 2. Gunakan transportasi umum 3. Semangat lakukan piket kelas 4. Gunakan gelas untuk membeli minum di kantin 5. Tanamlah pohon hijaukan bumi 6. Siram toilet setelah digunakan 7. Bawalah botol minum, daripada membeli air mineral 8. Jagalah hutan jangan ditebangi sembarangan

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After completing her master degree at TESOL in University of Canberra, Australia, she concerned pedagogy, language acquisition, and language learning strategy of students across the levels.